

# The ODA Instructional Model

*How is your student learning?*

# What do we believe about education?

- **ALL students** can find **academic success!**
- Teaching a student **how** to think is more important than teaching them **what** to think.
- When a student has **ownership** of their learning, they can become anything they want!
- Our school practices have to be grounded in **anti-racist work** in order to fight against the **systemic oppression of education.**
- **Anti-racist work** is about creating space for everyone's full humanity to be honored and valued equally.

# Teaching students **HOW** to think: what does the research say?



## Five ways to develop students to think for themselves:

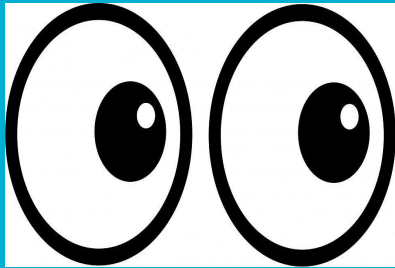
1. Let students know that **you don't have all the answers.**
2. **Question** everything and **encourage** them to do the same.
3. Force students to **make their own choices.**
4. **Avoid exams** and find other ways to evaluate learning.
5. Push them to **try new things.**



# Creative Curriculum: READING LISTS, MIXTAPES, GPSs

- ODA teachers chunk course content derived from common core standards, into curriculum packets that are distributed **seven weeks at a time**, at the start of each **learning cycle**.
- ODA students receive the new content in creative curriculum that we call Reading lists (English), Mixtapes (Sciences), and GPSs (Mathematics).
- Inside each packet of content, students are given **curriculum** through a mixture of **videos** and **articles**, and **vocabulary sets**. They also are given key **due dates** for tutorials and end of cycle projects.

# Take a look...



## Reading List (English)

<https://docs.google.com/document/d/1HoiZdbnExoi9dzkwjJY3J51NFbO4UbO6/edit>

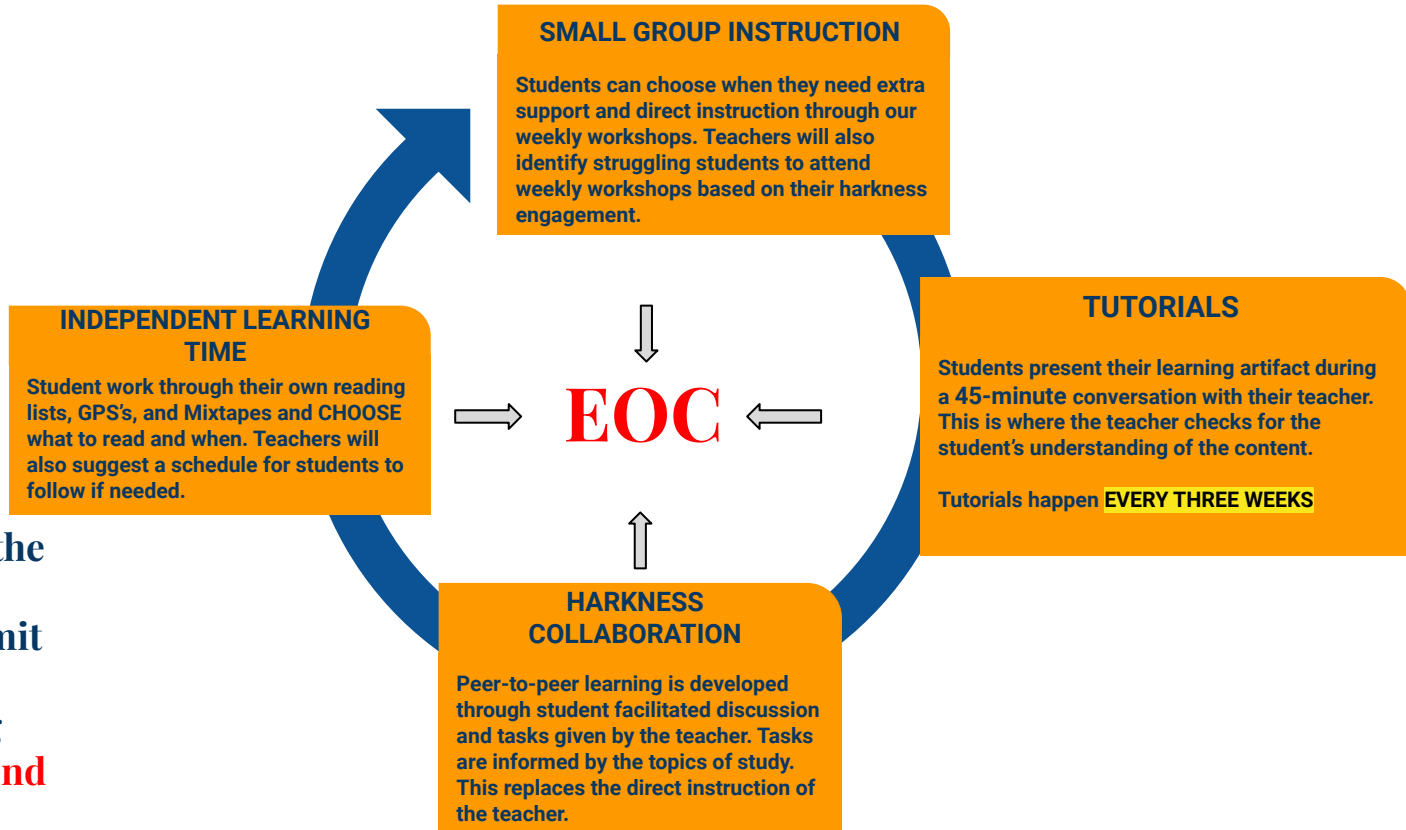
## Mixtape (Science)

<https://docs.google.com/document/d/1KiiFihnDzCfsVgW3WEGzTg6fRgnVMZ-xpIYOYpGtoY4/edit>

## GPS (Mathematics)

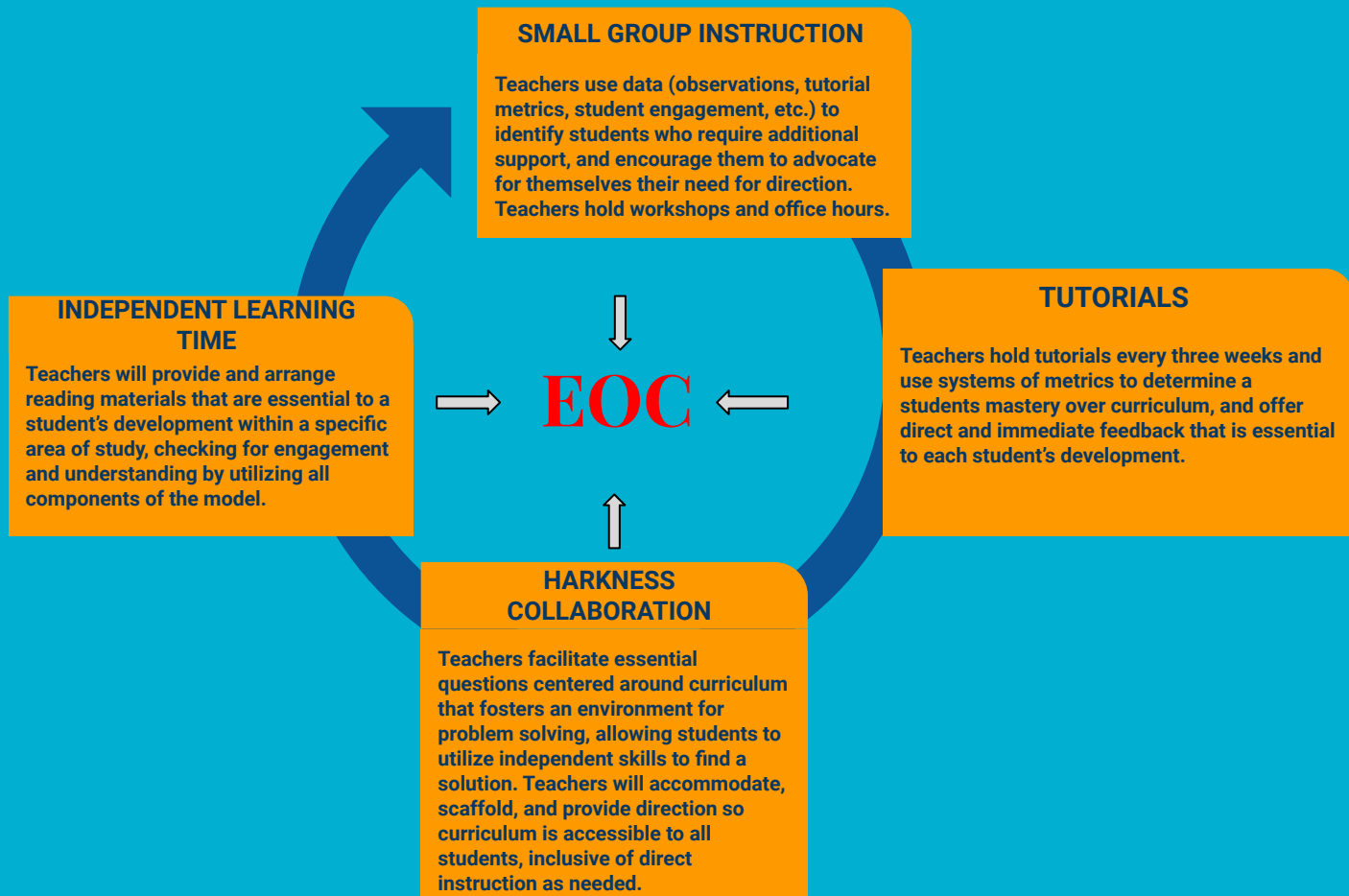
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# The ODA Instructional Model



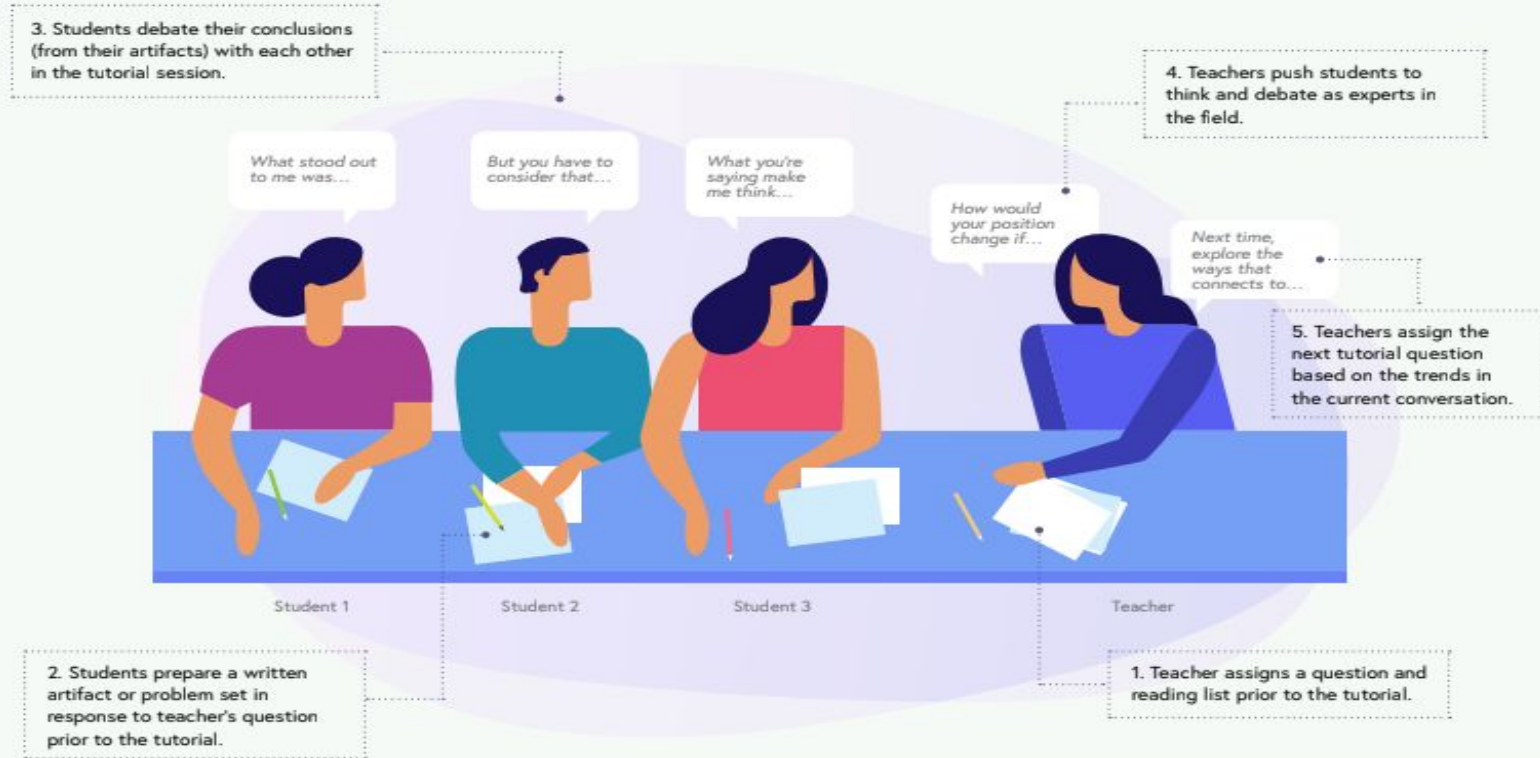
At the end of the **7-week cycle**, students submit evidence of their learning through an “**end of cycle**” project.

# The Teacher in the Model



# The Tutorial Method

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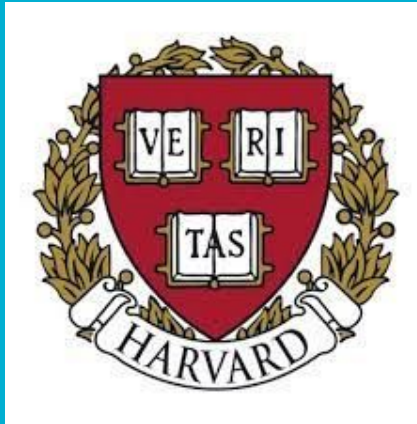


In the tutorial method, a small group of students (4 maximum) meet with their teacher, debate an open-ended research topic every 1–2 weeks. Students prepare extensively before the session, teachers push them to think like experts in their field.



Has this been done before??

Short answer: **yes!**



# **Systems of Support for Autonomous Learning (Summarized)**

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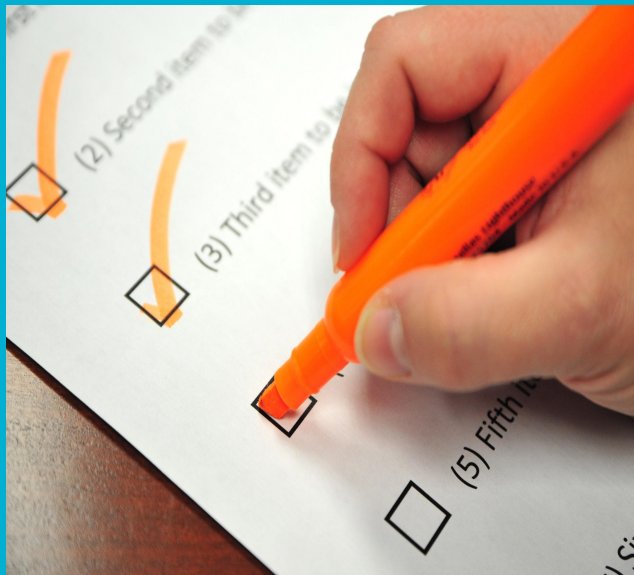
# How do we track progress?

# How can you support your student?

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## Check-in Questions:

- What are you CHOOSING to work on tonight?
- Can I take a look at your Reading List/Mixtape/GPS?
- Do you know what you want to do for your End of Cycle projects?
- What are you finding difficult about the content you're studying?
- How are you doing with managing your own schedule?



# Come and observe a tutorial session!

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Take a look at our [Tutorial Calendar!](#) All parents are welcome to come and observe their student in a tutorial.

The image features a dense, overlapping stack of white rectangular cards. Each card has a large, bold, black question mark printed on it. The cards are slightly offset from each other, creating a sense of depth. A solid black horizontal line runs across the middle of the image, separating the stack of cards from a yellow rectangular box below. Inside this box, the word "Questions?" is written in a black, serif font.

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**Questions?**

**Thank you!**

